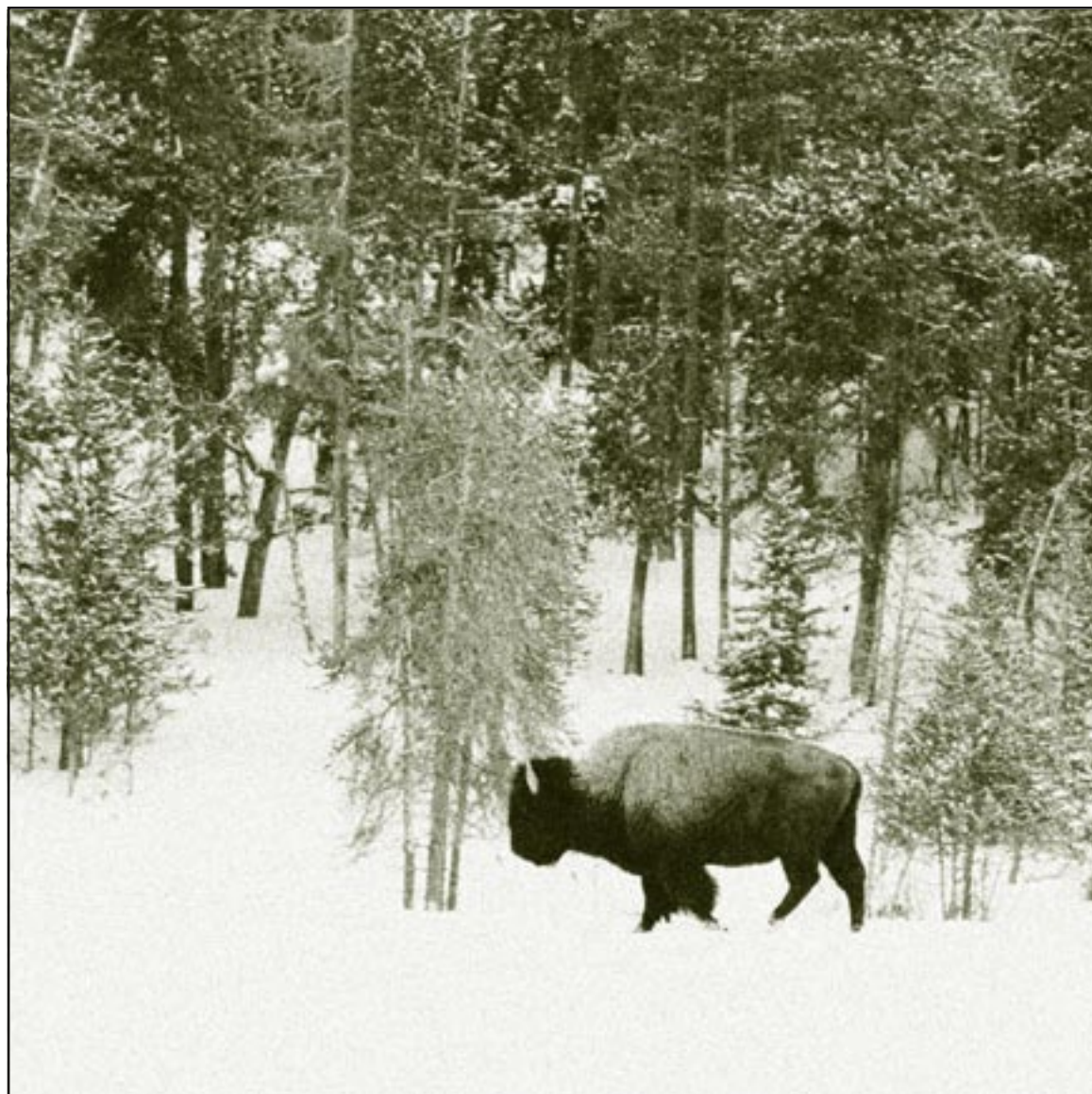


GRADE LEVEL CONTENT EXPECTATIONS



Early America: Beginnings to the Ratification of the Bill of Rights 1791

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Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire “curriculum” of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional educators.

The DRAFT Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

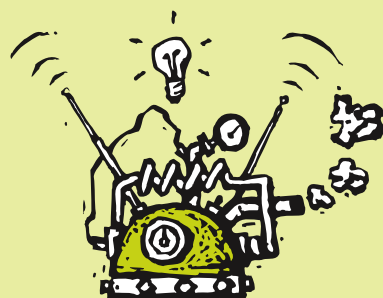
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Grade Five—Early America: Beginnings to the Ratification of the Bill of Rights 1791

The focus of the social studies curriculum for Grade Five is “Early America: Beginnings to the Ratification of the Bill of Rights 1791.” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



*The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress.*

Send your review comments to:

**Michigan Department of Education
Office of School Improvement
www.michigan.gov/glce**



HISTORY

By the end of Grade Five each student will be able to:

1. place major events in the early history of the United States in chronological order. **I.1.LE.1**
2. use narratives and graphic data to compare early Native American and colonial life in North America with present day. **I.2.LE.2**
3. interpret conflicting accounts of events in early United States history and analyze the viewpoints of the authors. **I.3.LE.2**
4. identify major decisions made to solve problems from the past and evaluate those decisions in terms of short and long term consequences and core democratic values. **I.4.LE.2**



GEOGRAPHY

By the end of Grade Five each student will be able to:

5. locate the New England, Middle Atlantic, and Southern colonies and describe the culture of each region. **II.1.LE.2**
6. describe how Native Americans and colonists adapted to or modified the environment. **II.2.LE.4**
7. describe the causes, consequences, routes and major movements of goods, people, and information during early United States history. **II.3.LE.4**
8. locate and describe major places, cultures, and communities in Native American life. **II.1.LE.3**
9. describe and compare the geography of major United States regions. **II.4.LE.6**



CIVICS AND GOVERNMENT

By the end of Grade Five each student will be able to:

10. distinguish among local, state, and national government in the United States and describe the roles of governmental institutions at all three levels. **III.1.LE.1**
11. give examples of authority and the use of power without authority. **III.1.LE.2**
12. give reasons for limiting the power of government. **III.1.LE.3**
13. interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law, and equal protection of the law. **III.2.LE.2**
14. explain the development of and summarize the main points of the Declaration of Independence. **III.2.LE.1**
15. explain the basic organization of state and federal governments. **III.4.LE.3**
16. describe what state and federal courts are expected to do. **III.3.LE.1**
17. describe how citizens participate in election campaigns. **III.4.LE.4**
18. explain various ways that nations interact with each other. **III.5.LE.1**



ECONOMICS

By the end of Grade Five each student will be able to:

19. describe goods and services provided by state and federal governments and sources of funding. **IV.3.EE.1**
20. describe how colonists were involved in trade as producers, consumers, importers, and exporters in the early history of America. **IV.5.LE.1**
21. describe the benefits of trade between the colonies and Europe. **IV.5.LE.2**



INQUIRY AND DECISION MAKING

By the end of Grade Five each student will be able to:

22. interpret and analyze social science information about the nation from maps, graphs, charts, and tables. **V.2.LE.2**
23. compose a short persuasive essay expressing a decision on a public policy issue. **V.3.LE.1**



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